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ABSTRACT

The three-week institute covered five primary areas of instruction: English as a second language, behavioral objectives, individualized instruction-programmed materials, cultural awareness and sensitivity, and curriculum development and adaptation. Participants in the institute were teachers of Adult Basic Education from across the United States. In addition to this general introduction, the report includes a list of institute participants, responsiblities of the professional staff (director, assistant director, general consultant, technical assistant, and liaison), and a 10-page daily calendar of the institute's instructional program. A followup of the institute took the form of winter and spring conferences where institute participants returned completed questionnaires and exchanged further ideas. The general opinion of the participants was that the institute was excellent and another group could benefit from another institute. The questionnaire, with percent of participants responding indicated, and a brief budget allocation review are also included. (AG)

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OREGON STATE UNIVERSITY

SCHOOL OF EDUCATION

A FINAL REPORT

An Institute for 100 Teachers of Spanish-Surnamed Adult ABE Students in the New Dimensions of Education

Office of Education, Department of Health, Education and Welfare. Grant Number: OEG-0-71-3405 (323)

Submitted by

Dr. Shelby L. Price
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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The original proposal for the Adult Basic Education Institute was initiated by Mr. Robert N. Patterson, Director of Special Programs, Treasure Valley Community College, Ontario, Oregon.

The specialist from the Oregon Board of Education who worked closely with this Institute from the very beginning was Mr. Clifford C. Norris, Specialist in Adult Education.

The Federal Grant: OEG-0-71-3405 (323) was awarded to the School of Education, Oregon State University, and the Institute was under direct supervision of the Dean of the School of Education, Dr. Keith Goldhammer.

The Federal Project officer who provided guidance and assistance was:

Allen Apodaca
Regional Program Officer for Adult Education
Department of Health, Education and Welfare
Office of Education, Room 6027
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101

The Adult Basic Education Institute was held on the Oregon State University campus July 26 through August 13, 1971.

One hundred teachers of adult basic education were invited to the Oregon State University campus for an intensive three week Institute.

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The primary areas of instruction were:

1. English as a second language
2. Behavioral objectives
3. Individualized instruction - programmed materials
4. Cultural awareness and sensitivity
5. Curriculum development and adaptation
   UNIPAC (Learning activity packages)

The Institute was designed to provide a dual training experience for participants. The primary consideration was to upgrade teaching methods and techniques within the confines of the classroom instructional program. The basic emphasis for this phase was given to English as a second language, the bilingual curriculum, language experience approach to reading, curriculum materials, supporting technical equipment and teaching methods.

Phase two of the Institute provided for training in new dimensions in contemporary education. It included individualization of instruction through the use of programmed materials in the classroom and in learning centers. Behavioral objectives as a tool for evaluating teaching performance, curriculum materials, and student attainment was an integral part of this phase.

Throughout these phases, cultural awareness and sensitivity for understanding of psychological, social and economic problems was presented throughout the Institute by staff, consultants and the participants themselves.

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Participants in the Institute, teachers of Adult Basic Education, from many regions in the United States are key people because their everyday work deals with a primary problem in America; that is, the aspects of cultural pluralism. Accordingly, a sound educational program for people of diverse cultural backgrounds was constantly stressed in this Institute.

As previously stated, the primary thrust of this Institute was for teachers of Spanish-surnamed adult basic education students. Federal reports show that unemployment, low wages, substandard housing, unattended health problems, and high crime rates are some of the characteristics of Spanish speaking American citizens. At the same time, educational requirements in the world of work have increased greatly, and more adults in our society are being classified as undereducated. The rapid advance of technology has eliminated many positions for the unskilled laborer.

Generally speaking, people who teach in adult basic education programs come from a wide range of training and educational experiences. The typical adult basic education teacher is a "moonlighting" elementary, secondary, or college teacher. They do adult basic education teaching "after hours" and usually have little or no experience in the teaching of adult basic education students. The average teacher usually comes from a different background than that

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of the students and this is particularly true for adult Basic education. Although the teacher is willing and eager to do a good job he is seldom equipped to appreciate and act in accordance with the characteristics and cultural differences separating him from the student. With this consideration, the cultural diversity aspect of the Institute was emphasized. For a teacher to be truly effective, he should have maximum knowledge and understanding of what he is expected to teach, what methods to use, and how to present his instruction so that it is meaningful and motivating to the learner. This is especially true for the adult learner.

Since it is generally recognized that the teacher is the determining factor for the success or failure of any adult basic education program, the Institute at Oregon State University was designed and conducted to improve the teaching skills of those already engaged in adult basic education.

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PROFESSIONAL STAFF

Director - Peter A. Garcia

RESPONSIBILITIES OF THE DIRECTOR

1. He will be directly responsible to the Assistant Dean of the School of Education and conduct all communications with outside agencies through the Assistant Dean of the School of Education.

2. He shall administer and be responsible for all phases of the Institute program, excluding follow-up and evaluation which shall be the direct responsibility of the Dean of the School of Education.

3. He shall select personnel for employment in the program subject to the concurrence of the Assistant Dean of the School of Education.

4. He shall see that adequate provision is made for meeting all terms of the proposal, all relevant guidelines related thereto, and all policies of the University.

5. He shall personally supervise all phases of the Institute and provide leadership for assuring its being conducted on an appropriate level and in accordance with satisfactory professional standards.

6. He shall be responsible for all of the records and reports required and shall submit them through the Assistant Dean of the School of Education.

7. He shall be accountable for the expenditure of all funds within the budget of the project, in accordance with the purposes for which they have been allocated, and shall maintain adequate records and controls in accordance with the policies and regulations of the University and the State System of Higher Education.

8. He shall prepare schedules of all activities involved in the Institute for approval of the Assistant Dean of the School of Education. All such schedules shall be submitted for the Dean's approval by July 15, 1971. He shall report any proposed changes in the schedule to the Dean in ample time for approval to be given.

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Assistant Director - Ernesto Lopez

RESPONSIBILITIES OF THE ASSISTANT DIRECTOR

Specifically, the Assistant Director will be charged with the responsibility to:

1. Act as the coordinator of the daily program of the NSF Institute. He will be under the direct supervision of the program director and will act as his liaison between the staff and Institute participants.

2. Assist the director to see that adequate provision is made for meeting all terms of the proposal, all relevant guidelines related thereto, and all policies of the University.

3. Assist in keeping proper records and reports. He will assist in the development of schedules of activities involved in the Institute.

4. Act as the agent to terminate the Institute and submit necessary final reports.

5. Coordinate the activities of the five group leaders and four clerk typists.

General Consultant, Technical Assistant and Liaison - William Wimmer, Marilyn Robinson

Mr. Robert Patterson generated the proposal for this Institute and was hired to serve in the capacity of General Consultant, Technical Assistant and Liaison person. He was actively involved in the Institute from the outset. A few days after the Institute began, however, Mr. Patterson was injured in an accident not related to the Institute and was unable to return to his position. At this critical point, it was decided to employ William Wimmer and Marilyn Robinson to assume these responsibilities for the remainder of the Institute.

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RESPONSIBILITIES OF GENERAL CONSULTANT AND TECHNICAL ASSISTANT AND LIAISON

Specifically, the General Consultant and Technical Assistant will be charged with the responsibility to:

1. Be directly responsible to the Director of the ABE Institute and conduct all communications with outside agencies through the Director of the ABE Institute.

2. Make all of the necessary preliminary arrangements for the Institute.

3. Contact and brief State Board officials.

4. Assist in the recruiting and hiring of Institute staff and consultants.

5. Make arrangements for necessary printing.

6. Meet with the Director and key staff to develop the schedule for the Institute and will assist in the coordination and training of staff.

7. Assist the program Director and staff during the Institute in any way which may enhance the ultimate success of the Institute.

8. Assist in the development of the scope and sequence of the program.

9. Order necessary curriculum materials.

Group Leaders - Shirley Vendrell
Genevieve Burnap
Juan Guzman
Eloy Apodaca
Frank Loera

The 100 participants were divided into five groups of 20. The above people served as group leaders and the major portion of the instructional program occurred in these group settings.

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The Institute provided an opportunity for participants to get "Hands On" experience in curriculum development and actual teaching. Micro teaching techniques and video tapes of teaching were an integral part of the experiences in these groups.

Consultants

Marjorie Brooks, UNIPAC Consultant, Northwest Training Laboratory, Portland, Oregon

Dr. Salvador Flores, Consultant for ABE, Chula Vista, California

Dr. Rex Reynolds, Industrial Education, LAP Consultant, Chicago, Illinois

Richard Zazueta, Operation LEAP, Phoenix, Arizona

Resource Personnel

Gilbert Anzaldua, Assistant Director, Inter-Group Human Relations Commission, State Board of Education, Salem, Oregon

Ramon Chacon, Assistant Director, Educational Opportunities Office, Oregon State University

Joe Garcia, Analyst for OEO, Washington, D.C.

Juan Juarez, PhD Graduate Student in Education, University of Washington, Seattle, Washington

Gene Marin, PhD Graduate in Education, United States International University, San Diego, California

Barry Noonan, AMIDS Consultant, Northwest Training Laboratory, Portland, Oregon

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Alicia Ramirez, ESL Specialist, Northwest Training Laboratory, Portland, Oregon

Louis P. Rodrigues, Administrative Assistant, Phoenix Elementary School, Arizona State University

Jim Stevens, Graduate Student in Education, Oregon State University

Izaac Ortega, Principal, Alamosa Public Schools, Alamosa, Colorado

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INSTRUCTIONAL PROGRAM

WEEK 1

July 26, Monday

Morning

8-10 Registration
Get-acquainted Session
Staff: Ernesto Lopez
Bob Patterson

Coffee

10-12 Welcome
Introduction of Guests

Gilbert Chavez
Allen Apodaca
Hank Lopez
Dr. Shelby Price
Clifford Norris
Dr. Garcia
Hank Diaz

12-1 Lunch

Afternoon

1-2 Small Group Organization
Staff: Ernesto Lopez
Bob Patterson

Coffee

2-4 Project Assignments
Staff: Group Leaders

4-5 Film: Soy Chicano
Discussion in small groups

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July 27, Tuesday

Morning

8-10 Large Group Meeting and Meeting with Consultants Staff: Dr. Garcia

Coffee

10:30-11:30 Small Group Analysis and Consultants Meeting

12-1 Lunch

Afternoon

1-4 Group 1 Industrial Instruction/Programmed Materials Adult Learning Center
Staff: Dr. Rex Reynolds

Group 2 English as a Second Language
Staff: Richard Zazueta

Group 3 Math
Staff: Salvador Flores

Group 4 LAP - Unipac
Staff: Marjorie Brooks

Group 5 Culture and Sensitivity
Outreach follow-up retention
Staff: Gilbert Anzaldua

4-5 Film: Yo Soy Joaquin
Discussion in small groups

July 28, Wednesday

Morning

8:20-8:45 Large Group Meeting
Staff: Dr. Garcia

9-12 Group 1 Culture and Sensitivity
Outreach Follow-up Sensitivity
Staff: Gilbert Anzaldua

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Group 2 Industrial Instruction/ Programmed Materials Adult Learning Center
Staff: Rex Reynolds

Group 3 English as a Second Language
Staff: Richard Zazueta

Group 4 Math
Staff: Salvador Flores

Group 5 Unipac
Staff: Marjorie Brooks

12-1 Lunch

Afternoon

1-4 Group 1 Unipac
Staff: Marjorie Brooks

Group 2 Culture and Sensitivity
Outreach follow-up and Retention

Group 3 Industrial Instruction/Programmed Materials Adult Learning Center
Staff: Rex Reynolds

Group 4 English as a Second Language
Staff: Richard Zazueta

Group 5 Math
Staff: Salvador Flores

4-5 Film: Salt of the Earth
Discussion in small groups

July 29, Thursday

Morning

8-8:45 Large group meeting

9-12 Group 1 Math Staff: Salvador Flores

Group 2 Unipac Staff: Marjorie Brooks

Group 3 Culture and Sensitivity
Staff: Gilbert Anzaldua

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Group 4 Industrial Instruction/Programmed Materials Adult Learning Center
Staff: Rex Reynolds

Group 5 English as a Second Language
Staff: Richard Zazueta

12-1 Lunch

Afternoon

1-4 Large Group Presentation
Instructional Objectives

Group 1 English as a Second Language
Staff: Richard Zazueta

Group 2 Math Staff: Salvador Flores

Group 3 Unipac Staff: Marjorie Brooks

Group 4 Culture and Sensitivity
Outreach Follow-up Retention
Staff: Gilbert Anzaldua

Group 5 Programmed Materials
Staff: Rex Reynolds

4-5 Independent Study

July 30, Friday

Morning & Afternoon

8-8:15 Large Group Meeting

8:30-5 Field Trip
Learning Center - Lane Community College, Eugene
Staff: Juan Guzman, Frank Loera

or

Learning Center - Portland Community College, Portland Staff: Shirley Vendrell & Eloy Apodaca

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WEEK 2

August 2, Monday

Morning

8-10 Large Group Meeting and Consultant Presentation
Curriculum Development and Evaluation

Coffee

10:30-11:30 Consultants Meeting, part in small group the same as first week

12-1 Lunch

Afternoon

1-4 Group 1 Curriculum Development and Evaluation
Staff: Louis P. Rodrigues

Group 2 Instructional Objective (AMIDS)
Staff: Barry Noonan

Group 3 Counseling and Testing
Staff: Gene Marin

Group 4 Reading Staff: Juan Juarez

Group 5 Multimedia Staff: Jim Stevens, Ramon Chacon

4 Film: Chicanos in the Sourtwest
Discussion in groups

August 3, Tuesday

Morning

8:20-8:45 Large Group Meeting Staff: Dr. Garcia

9-12 Group 1 Instructional Objective (AMIDS)
Staff: Barry Noonan

Group 2 Counseling and Testing
Staff: Gene Marin

Group 3 Reading Staff: Juan Juarez

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	Group 4	Multimedia Staff: Jim Stevens, Ramon Chacon
	Group 5	Curriculum Development Staff: Louis P. Rodrigues
12-1	Lunch	

Afternoon

1-4	Group 1	Counseling and Testing Staff: Gene Marin
	Group 2	Reading Staff: Juan Juarez
	Group 3	Multimedia Staff: Jim Stevens, Ramon Chacon
	Group 4	Curriculum Development Staff: Louis P. Rodrigues
	Group 5	Instructional Objective (AMIDS) Staff: Barry Noonan
4-5	Film: La Cabeza de Pancho Villa Discussion in groups	

August 4, Wednesday

Morning

8:20-8:45	Large Group Meeting Staff: Dr. Garcia	
9-12	Group 1	Reading Staff: Juan Juarez
	Group 2	Multimedia Staff: Jim Stevens
	Group 3	Curriculum Development Staff: Louis P. Rodrigues
	Group 4	Instructional Objective (AMIDS) Staff: Barry Noonan
	Group 5	Counseling and Testing Staff: Gene Marin
12-1	Lunch	

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Afternoon

1-4	Group 1	Multimedia Staff: Jim Stevens
	Group 2	Curriculum Development Staff: Louis P. Rodrigues
	Group 3	Instructional Objective (AMIDS) Staff: Barry Noonan
	Group 4	Counseling and Testing Staff: Gene Marin
	Group 5	Reading Staff: Juan Juarez
4-5	Film: La Cabeza de Pancho Villa Discussion in small groups	

August 5, Thursday

Morning

8:30-9:30	Large Group Meeting "Problems in ABE" Staff: Dr. Garcia, Bob Patterson
10-11	Regional Department of Labor
11-12	WIN - Welfare
12-1	Lunch

Afternoon

1-2	Higher Education/Supportive Services Staff: Ramon Chacon
2-3	Community Development: "The Role of O.E.O."
3-4:30	Discussion Leaders will be available for small group discussion. (To be arranged by the Group Leaders)

August 6, Friday

Morning & Afternoon

8-8:30	Large Group Meeting

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8:30-5 Field Trip
Learning Center - Lane Community College, Eugene
Staff: Juan Guzman & Frank Loera

or

Learning Center - Portland Community College, Portland Staff: Shirley Vendrell & Eloy Apodaca

WEEK 3

August 9, Monday

Morning

8:20-8:45 Large Group Meeting Staff: Dr. Garcia

9-12

Group 1 English as a Second Language Practice & Evaluation (Video-tape) Staff: Alicia Ramirez

Group 2 Exhibitors Display Dormitory Lounge

Group 3 Work on Group Projects Staff: Isaac Ortega

Group 4 Work on Group Projects Staff: Bob Patterson, Joe Garcia

Group 5 Video-tape Techniques Staff: Jim Stevens

12-1 Lunch

Afternoon

1-4

Group 1 Exhibitors Display Dormitory Lounge

Group 2 English as a Second Language (Video-tape) Staff: Alicia Ramirez

Group 3 Video-tape Techniques Staff: Jim Stevens

Group 4 Work on Group Projects Staff: Isaac Ortega

Group 5 Work on Group Projects Staff: Dr. Garcia, Joe Garcia

4-5 Independent Study

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August 10, Tuesday

Morning

8:20-8:45 Large Group Meeting Staff: Dr. Garcia

9-12

Group 1 Work on Group Projects
Staff: Isaac Ortega

Group 2 Video-tape Techniques
Staff: Jim Stevens

Group 3 Work on Group Projects
Staff: Ernesto Lopez, Joe Garcia

Group 4 English as a Second Language
Practice and Evaluation
Staff: Alicia Ramirez

Group 5 Exhibitors Display
Dormitory Lounge

12-1 Lunch

Afternoon

Group 1 Video-tape Techniques
Staff: Jim Stevens

Group 2 Work on Group Projects
Staff: Isaac Ortega

Group 3 English as a Second Language
Practice and Evaluation
Staff: Alicia Ramirez

Group 4 Exhibitors Display
Dormitory Lounge

Group 5 Work on Group Projects
Staff: Dr. Garcia, Joe Garcia

4-5 Independent Study

August 11, Wednesday

Morning

8:20-8:45 Large Group Meeting
Staff: Dr. Garcia

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9-12	Group 1	Work on Projects Staff: Dr. Garcia, Isaac Ortega
	Group 2	Work on Projects Staff: Joe Garcia, Esnesto Lopez
	Group 3	Exhibitors Display Dormitory Lounge
	Group 4	Video-tape Techniques Staff: Jim Stevens
	Group 5	English as a Second Language Practice and Evaluation Staff: Alicia Ramirez
12-1	Lunch	

Afternoon

1-4	Joe Garcia, Isaac Ortega and Alicia Ramirez will be available for individual appointments
	All small groups should meet and prepare evaluation to be presented to the entire group
	Finish Projects

August 12, Thursday

Morning

8:20-8:45	Large Group Meeting Staff: Dr. Garcia
9-12	Group Evaluation Large Group
12-1	Lunch

Afternoon

1-2	Film: "The Invisible Minority" Small Group Discussion
6:30-8	Banquet Speakers: Dr. Garcia, Dr. McVicar Entertainment (dances, music, skits)
9-12	Dance - Chicano Band

August 13, Friday

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Morning

8-9	Large Group Meeting
9-9:30	Evaluation of the Institute - Preliminary in Small Groups
9:30-12	Large Group Evaluation
12-1	Lunch

Afternoon

1 ---	Closure of Institute - Handled in Small Group Sessions (Board and Room Billings, etc.)

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The follow-up of the Adult Basic Education Institute was conducted by Dr. Shelby Price, Assistant Dean of the School of Education at Oregon State University, and Mr. Ernesto Lopez, Assistant Director of the Institute.

Follow-up conferences were held during the winter and early spring of 1972. Locations were chosen on the basis of proximity for the greatest number of Institute participants. Because of distance and winter travel conditions, a few participants were unable to attend.

Prior to each conference, Institute participants completed the enclosed questionnaire and returned it to us.

Follow-up conferences were coordinated and arranged with the State Department of Education in the state where the conference was to be conducted. State directors of Adult Basic Education attended these conferences and often times they brought their education specialists with them. In addition to the two day conference, visits were made to the school or teaching setting of the Institute participant.

Follow-up conferences were held at the following locations:

Location	Date	Conducted By
Portland, Oregon	January 21,22	Ernesto Lopez and Shelby Price
Lansing, Michigan	January 27,28	Shelby Price
Denver, Colorado	February 3,4	Ernesto Lopez
Phoenix, Arizona	February 18,19	Ernesto Lopez
Los Angeles, Cal.	March 17,18	Shelby Price

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In addition to the questionnaire, the two day working conferences revealed tremendous amounts of feedback and helpful information. The general opinion of the participants was that the Institute was excellent. Participants indicated that their instructional skills had been sharpened and that the cultural awareness aspect of the Institute had developed their awareness of cultural differences in their students. Accordingly, they, as teachers, were better prepared to deal with people and they were of the opinion that a greater degree of learning was taking place as a result of their instruction.

Participants stated that they thought that another Institute of the same nature should be held for a new group of participants. They did indicate, however, that the same outcomes could be achieved in a two week Institute if ample planning and organization were to occur.

Critical, yet positive and helpful comments about the Institute were collected and the following summary captures the major thoughts expressed.

1. The problem of American citizens living in a cultural pluralistic society is very real, but participants needed greater background information prior to the Institute so that a historical perspective could be acquired. Participants indicated that they really didn't understand the nature of the problem until the Institute was well under way.

2. Greater emphasis should have been placed on adult learning problems.

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3. Adult education is a growing field in American education and experts should be present to explain programs and procedures for implementation.

4. The consultants were an outstanding group of educators. The most dynamic and valuable group were those from AMIDS in Portland, Oregon.

5. The weakest part of the Institute was the counseling and testing portion.

6. English as a second language was a very valuable part of the Institute, but the focus was too narrow. Spanish speaking people are not the only people who experience difficulties with the English language.

7. Instructional groups of 20 were a little large. It was recommended that an ideal group size would be 12.

If the School of Education at Oregon State University were to conduct a similar Institute in the future, these helpful suggestions would certainly be incorporated in the basic design.

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QUESTIONNAIRE

PARTICIPANT RESPONSE

1. Are you presently involved in some capacity with Adult Basic Education?
Circle one

a. Yes 92%

b. No 8%

2. In what capacity are you presently involved with Atult Basic Education?
Circle one

a. Administration 23%

b. Full-time teacher 8%

c. Part-time teacher 62%

d. Volunteer teacher 8%

e. Teacher aide

3. Are you working with Spanish-surnamed adults?
Circle one

a. Yes 92%

b. No 8%

If yes, how many?

4. In what ways was the Institute most helpful to you?

a. Provided information 31%

b. Provided methods and techniques 31%

c. Provided exchange of ideas 38%

5. In the area of Mexican-American culture are you now more knowlegeable than you were before the Institute?
Circle one

a. Not at all 8%

b. Fairly knowlegeable 58%

c. Extremely knowledgeable 33%

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6. After the institute the problems of the Spanish-surnamed adult were. . .
Circle one

a. Not all evident

b. Fairly evident 38%

c. More pronounced 62%

7. After the institute the cultural strengths of the Spanish-surnamed adult were. . .
Circle one

a. Not all evident 8%

b. Fairly evident 46%

c. More pronounced 46%

8. Merely teaching English as a second language can do more harm than good if it does not involve the Spanish-speaking adult as he relates to general community living, job traning, job placement and consumer education.

In this manner English as a second language can be. . .

a. Very profitable 92%

b. Fairly profitable 8%

c. Not profitable

9. Spanish-surnamed adults enrolled in A.B.E. should. . .
Circle two

a. Develop a positive attitude toward basic education 4%

b. Learn to speak English and use it appropriately 17%

c. Gain necessary reading, writing and mathematical skills prerequisite to cultural upward mobility 42%

d. Be supportive in an informal counseling role to others in the same ethnic group who feel uncomfortable about educational growth and occupational pursuits based upon educational know-how. 33%

e. Other - Explain 4%

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10. The instruction on use of audio-visual equipment that was presented during the institute increased my effectiveness in teaching adults. . .
Circle one

a. Significantly 15%
b. Somewhat 54%
c. Not at all 31%

11. Teacher-aides who speak Spanish can be instrumental in developing Student-teacher relationships. Therefore these individuals should. . .
Circle one

a. Assist teachers in leading discussion groups 36%
b. Be trained as counselor-aides 43%
c. Act as interpreters for teachers 21%

12. Student cooperation in developing a curriculum aids the teacher in. . .
Circle one

a. Developing a more meaningful curriculum 31%
b. Satisfying the students' needs 56%
c. Alleviating conflicts in the class 13%

13. In order to measure the academic achievement of the Spanish-speaking adult, teachers should use. . .
Circle one

a. Standardized tests
b. Teacher-made tests 25%
c. Teacher-student made tests 75%
c. Student-made tests

14. Have you changed your methods or materials as a result of Institute influence?
Circle one

a. Very much 23%
b. Some what 69%
c. Not at all 8%

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15. Since the Institute have you been able to help another ABE teacher become a more effective teacher?
Circle one

a. Frequently 46%

b. Sometimes 31%

c. Seldom 23%

16. Which of the following areas of the Institute have been of most value in upgrading your instruction of Spanish-surnamed adults?
Circle two

a. Handout materials 13%

b. Resource materials 30%

c. Cross cultural contact activities 43%

d. Visits to ABE Learning Centers

e. Video-tape sessions 13%

17. Please rate the following consultants as follows: E (Excellent), G (Good), A (Average), F (Fair), P (Poor). Use as your criteria their effectiveness in their assigned area

____ a. Mr. Gilberto Anzaldrea

____ b. Dr. Salvador Flores

____ c. Dr. Gene Marin

____ d. Mr. Louis P. Rodriguez

____ e. Mr. Ramon Chacon

____ f. Miss Alicia Ramirez

____ g. Miss Esperanza Alonza

____ h. Mrs. Marjorie Brooks

____ i. Dr. Rex Reynolds

____ j. Mr. Barry Noonan

____ k. Mr. James Stevens

____ l. Mr. Issac Ortega

____ m. Mr. Richard Zarzueta

____ n. Dr. Peter Garcia

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18. There will be an attempt to locate local consultants to direct the workshops during the follow-up activities. Which areas should we include?
Circle two

a. Teaching English as a second language	21%
b. Counseling Spanish surnamed adults	8%
c. Adult Basic Education Curriculum	13%
d. Language experience approach to reading	13%
e. Programmed materials and individualized instruction	17%
f. Cultural sensitivity	25%
g. Other - explain	4%

19. There will be a two-day workshop in each region. In order to facilitate our planning please state your preference on the following items. Kindly indicate the state you are working in.
Circle one

____ a. I would prefer to attend a workshop on Thursday and Friday.

____ b. I would prefer to attend a workshop on Friday and Saturday

____ c. Other - Explain

20. This space is provided to give you the opportunity to identify additional areas of the Institute, influence of the Institute staff, or other Institute activities which have improved your instruction of ABE students.

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The Adult Basic Education Institute and follow-up conferences were conducted within the original budget allocation. There were, however, deviations because of the nature of the Institute. Budget adjustments were made after consultation with Mr. Allen Apodaca, Project Officer.

An overexpenditure in salaries was a result of two primary factors. 1. Mr. Robert Patterson was injured after the Institute was in progress and was unable to return to work and complete his assignment. This responsibility was critical to the Institute and as a result, two individuals with special skills were employed to replace him. They were Mr. William Wimmer and Ms. Marilyn Robinson. 2. It was determined at the outset that a follow-up was essential to the Institute and no allowance was originally provided for clerical and professional personnel as well as consultants to conduct the follow-up conferences.

Travel overexpenditure was directly related to the follow-up conferences. As previously stated in this report, conferences were conducted in five centrally located geographical areas: Portland, Oregon; Denver, Colorado; Phoenix, Arizona, Los Angeles, California; and Lansing, Michigan. Conferences were held at these locations for two primary reasons: 1) It was more economical and 2) it permitted a majority of the participants to attend. Most

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of the travel expenses were charged directly to travel FARTHER than participant travel.

An overexpenditure in communications was also directly related to the follow-up conferences. Communication with State Directors of Adult Basic Education, the mailing of questionnaires with prepaid return envelopes to all participants and the arrangements necessary for conference sites resulted in the overexpenditure in this category.

It was also necessary to overexpend in the area of supplies. It was determined that the Institute would be more meaningful and have greater long lasting effects if more funds were expended in the area of curriculum development and printed materials. At the same time it was agreed that fewer dollars would be spent in the area of equipment rental.